

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 27, 2021

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

Membership: Clint Rebik, Kathy Thornhill, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Morgan Barker & Humnath Panta

(Panta, Goodman, Rebick, Thornhill, Schnurer working as committee of the whole.)

Update on policy work for minors and certificates

- CEEGE work and conversations
- Details - CSUN certificate policy as model to include
- How minors enhance majors and the relationship to certificates
- Parsing out the different kinds of certificates.
- Writing policy to minimize educational duplication while honoring current practice on campus.
- Teaching qualifications for instructors in departments and relationship to minors and certificates.
- Mapping how to add a program to the university and whether it should be stateside, self support, academic and/or other options.

Charge of the committee: **Duties:** “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Next meeting is April 28 at 1pm.

Appointments and Elections Committee:

Submitted by Mary Watson, on behalf of the AEC

Spring 2021 General Faculty Elections Results

March 29, 2021

Cycle 1: February 1, 2021- February 8, 2021

Cycle 2: February 18, 2021 - March 4, 2021

Cycle 3: March 23, 2021 – March 29, 2021

Faculty Elected Positions:

The following candidates ran unopposed and received at least 50% of the vote required for election.

GENERAL FACULTY President / University Senate Chair, 2 year term

Monty Mola

UNIVERSITY SENATE

General Faculty Representative to the ASCSU (Statewide Senate) 3 year term

Stephanie Burkhalter

General Faculty Representative to the ASCSU (Statewide Senate) 1 year term

Ara Pachmayer

Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term

William Fisher

Tenure Line At-Large Faculty Delegate, 3 year term

Ramona Bell

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

Jim Woglom

Tenure Line CNRS Instructional Faculty Delegate, 3 year term

Jim Graham

Tenure Line CPS Instructional Faculty Delegate, 2 year term

Rouhollah Aghasaleh

Tenure Line CNRS Instructional Faculty Delegate, 2 year term

Kimberly White

UNIVERSITY SENATE OFFICER ELECTIONS

Chair, Faculty Affairs Committee, Senate 2nd Officer, and General Faculty Vice President

Mark Wilson

Chair, Academic Policies Committee, Senate 3rd Officer

Maxwell Schnurer

Chair, Constitution and Bylaws Committee

Chelsea Teale

Chair, University Policies Committee

Jayne McGuire

Co-Chair, University Resources and Planning Committee

Jim Woglom

Chair, Appointments and Elections Committee

Jennifer Eichstedt

Faculty Representative, Appointments and Elections Committee

Brandilynn Villarreal

INTEGRATED CURRICULUM COMMITTEE (ICC)

At-large Faculty Representative serving as Chair of the Integrated Curriculum Committee

Jill Anderson - Faculty Member (At-Large), 3 year term

At-large Faculty Representative serving as Chair of the GEAR Curriculum and Assessment Committee

Lisa Tremain - Faculty Member (At-Large), 3 year term

CPS Faculty Representative serving on the ICC's subcommittee on Course and Degree Changes

Eden Donahue - Faculty Member (CPS), 3 year term

PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES (PCRSC)

- Faculty Member (CAHSS), 2 year term

Chelsea Teale

- Faculty Member (CPS), 2 year term

Meenal Rana

PROFESSIONAL LEAVE COMMITTEE

- Faculty Member (At-Large), 2 year term

Anne Paulet

- Faculty Member (At-Large), 2 year term

Laurie Richmond

- Faculty Member (At-Large), 2 year term

Joshua Smith

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term
Ben Marschke
- Faculty Member (At-Large), 1 year term
Suzanne Pasztor
- Faculty Member (CAHSS), 2 year term
Nikola Hobbel
- Faculty Member (CNRS), Fall 2021 semester term
Tyler Evans
- Faculty Member (CPS), Fall 2021 semester term
Ethan Gahtan

TENURE AND PROMOTION COMMITTEE FOR THE COLLEGE OF PROFESSIONAL STUDIES

- Faculty Member (CPS), 2 year term
Ronnie Swartz

The following candidates ran unopposed and did not receive at least 50% of the vote required for election. These seats remain open.

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (CPS), 1 year term
John Lee

Appointment and Elections Committee Appointed Positions:

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms
Jennifer Eichstedt
Brandilynn Villarreal

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member, CAHSS 2 year term
Armeda Reitzel

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

Candidates are appointed in consult with the membership of the UFPC.

- Tenured Faculty Member, CAHSS 3 year term
Sondra Schwetman

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Whitney Ogle

FACULTY AFFAIRS COMMITTEE

- Faculty Member, 3 year term

Jayne McGuire

GEAR (General Education and All-University Requirements) Subcommittee

- Faculty Member (CPS), 3 year term

Ramesh Adhikari

- Faculty Member (CAHSS), 3 year term

Cutchu Risling-Baldy

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

Candidates are recommended by the Appointments and Elections Committee to the President for final appointment.

- Faculty Member, 1 year term

Stephen Nachtigal

- Faculty Member, 1 year term

Diedra Pike

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

Candidates are recommended by the Appointments and Elections Committee in consult with the Senate Executive Committee to the President for final appointment.

- Faculty Member, 2 year term

Mark Rizzardi

- Faculty Member, 2 year term

Tyler Stumpf

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from CPS, 3 year term

Meenal Rana

- Faculty Member (University Library), 3 year term

Katia Karadjova

- Faculty Member (CNRS), 3 year term

Tesfayohanes "Tesfa" Yacob

STUDENT GRIEVANCE COMMITTEE

- Faculty Member (CNRS), 3 year term

Mark Rizzardi

- Faculty Member (CPS), 3 year term

Christopher Walmsley

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 3 year term

Troy Lescher

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

Jim Graham

Rouhollah Aghasaleh

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Resolution to Update the General Faculty Handbook (Second Reading Senate 4/27)

The following additional revisions were added to the Handbook based on feedback and Senate votes of the 4/13 meeting:

Section 400- The phrase "though only members of the Senate participate in the discussion and debate" was deleted from the Senate description in section 404 to reflect the engagement option that allows for non-senators to be recognized on the floor.

Section 800- The newly formed Bookstore Advisory Committee was added and the RPT committee description was updated to match that included in Resolution on the Membership of the RTP Criteria and Standards Committee - Appendix J.

With the second reading of the Resolution to Update the General Faculty Handbook, the working items in the CBC have been completed and the CBC has no further meetings schedule for this academic year. Chair Anderson is working to compile the End of Year Report and met with Incoming chair Teale on 4/19 to discuss committee work and plan for the transition.

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

Members: Mark Wilson (Chair), Simone Aloisio, Loren Canon, Jeremiah Finley, Kirby Moss, Elavie Ndura, Marissa O'Neill, Ara Pachmayer, George Wrenn.

Instructional Observation Checklists

The Instructional Observation Checklist is a form used for collegial evaluations of faculty that was originally developed by the FAC in 2013. It was developed to improve the quality of and standardize the scope of collegial observations used for faculty evaluations. Although not universally used by all Departments, review committees that do use the form have found it to help generate specific observations on the range of areas that are important in evaluating teaching excellence, and individual faculty making observations have found it useful in focusing their efforts. To the extent that the checklist is NOT used by certain departments, it is often due to simply not knowing about its existence.

The Inclusive Teaching and Culturally Responsive Pedagogies subcommittee of the Diversity, Equity and Inclusion Council revised the existing Checklist to include explicit references to diversity and inclusion teaching practices, and to facilitate synchronous online courses as well as face-to-face courses. They also created a new version of the checklist for use with asynchronous online courses. We were concerned that the Checklist was expanded from a single page to six pages in the revision, which might make it harder to use in a classroom evaluation and hence reduce the usefulness and adoption of the checklist. We edited the revisions of the Instructional Observation Checklist with the primary goal to make it more succinct and clearly structured, and returned our edited versions to the Inclusive Teaching and Culturally Responsive Pedagogies subcommittee for comments.

Advising Policy

We have been working with the Advising Working Group to help improve student advising, define the role of faculty advisors, identify training needs, and to create an Advising Policy. Some of the concerns the Advising Working Group has raised include: new faculty sometimes report that they are unclear on what their responsibilities are, or that they are not sufficiently trained in how to advise; students sometimes report that it is difficult to meet with their advisor or their advisor isn't helpful; advising loads vary significantly from one academic department to another and some advisors have so many advisees that they need to limit the amount of time they spend with individual advisees; and there is no university mechanism for assessment of advising so we don't know how significant these problems are.

We have been seeking feedback on a draft Advising Policy and draft Resolution, and as part of that effort got feedback from department chairs of all the colleges, and solicited feedback from and via senators of the University Senate. There are significant concerns about workload associated with any new expectations about advisor responsibilities, and concerns about workload associated with increased assessment. There are also concerns about resources being available to allow departments to reduce advisee loads. Individual departments have developed different approaches due to the differences in their programs.

We are seeking input from the Senate on a way forward for improving advising.

Diversity Equity and Inclusion Council:

Submitted by Dr. Elavie Ndura, Associate Vice President & Campus Diversity Officer

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The DEIC meets every third Wednesday of the month at 3:00 pm

Last meeting held on April 21, 2021

The final DEIC meeting of the semester will be May 19, 2021, at 3:00 pm

Members Present: Dr. Kayla Begay, Dr. Lisa Bond-Maupin, Dr. Nikola Hobbel, Dr. Tasha Howe, Dr. Katia Karadjova, Dr. Elavie Ndura, Nancy Olson, Meridith Oram, Linda Parker, Fernando Paz, Sasheen Raymond, Dr. Edelmira Reynoso, Tracy Smith, Roman Sotomayor, Kumi Watanabe-Schock, Dr. Brandilynn Villarreal, Dr. Kimberly White, and Dr. Mark Wicklund. **Recorder:** Jeanne Riecke

Guests: Dr. Nievita Buena Watts, Dr. Rona Halualani of Halualani and Associates, Dr. Dale Oliver, and Dr. Amy Sprowles

Purpose: *Engage with Dr. Rona Halualani on Diversity Mapping Project Findings and Recommendations*

1. Check-in

Objective: Convening & Connecting

1. A moment of reflection: Reflections shared by members on the verdict and justice for George Floyd's family.
2. Ongoing action: What can we do collectively to support CSU Chancellor Castro's urgency to "actively embrace anti-racist policies and practices..."

https://www2.calstate.edu/Pages/justice-for-george-floyds-family.aspx?fbclid=IwAR1TYesUVMHutop4Bk6uEhM30fvhI9Jh5L5DaEoGi8ILkJS6hyMj6i9_2GA

2. Diversity Mapping Project

Objective: Engage & Affirm

2.1. Engage with Dr. Rona Halualani

Introduction of Dr. Rona Halualani of Halualani and Associates

Dr. Halualani is currently a faculty at CSU San Jose State University. Along with being a faculty, she is a consultant who engages in diversity, equity, and inclusion and has helped 54 campuses map out their efforts.

Dr. Halualani presented to the DEIC her findings in her presentation entitled, "Focused Diversity Mapping for Humboldt State University: Key Insights for Action." Her review highlighted the strengths, leverage points, and growth opportunities and provided recommendations.

HSU Diversity Mapping Planning Team

Thank you to the Diversity Mapping Planning team, whose support made it possible to have evidence-based efforts in preparation for WSCUC Special Campus Visit:

Dr. Nievita Bueno Watts, Director of INRSEP; Dr. Matt Johnson, Professor, Department of Wildlife; Dr. Mary Oling-Sisay, Vice Provost and Dean of Undergraduate and Graduate Studies; Dr. Dale Oliver, Dean, College of Natural Resources and Sciences; Dr. Elavie Ndura, Associate Vice President and Campus Diversity Officer, ODEI; Dr. Edelmira Reynoso, Associate Director, ODEI; and Dr. Amy Spowles, Department Chair and Associate Professor, Department of Biological Sciences.

Diversity Mapping is based on taking stock of actual efforts, setting a baseline, and identifying leverage points; this also highlights what the University is doing well, notes gaps and opportunities for growth.

Scope of Work and Areas of Focus

Dr. Halualani said that her Scope of Work and Areas of Focus was in the present time only. The mapping included diversity, equity, and inclusion (DEI) strategy, overall assessment of the quality, range, scope, and rigor of core University-wide diversity, equity, and inclusion (DEI) programs/initiative. This included the Scope of Work and Areas of Focus to identify spaces, cultural centers, student belonging items and aspects, diversity components of the general education program, Diversity and Common Ground (DCG), diversity, equity, and inclusion (DEI) alignment, and diversity change order.

Mapping Methodology

Dr. Halualani explained her methodology to mapping with a document analysis (81 aboveboard multi-page institutional documents, 34 media coverage items, and 315 information entries) gathered through web scraping to gain institutional evidence and an archival path including media and historical contexts). The period covered was January 1, 2020, through January 15, 2021. She used a spreadsheet with coding and 42 key analytical layers assessed through H&A taxonomies, scales, and informed by impactful practices. Analytics were applied to all information (domain analysis coding) to provide insights, gaps, and leverage point analysis.

What Does Focused Diversity Mapping Reveal About the State of Diversity, Equity, and Inclusion at HSU?

Dr. Halualani said she enjoyed mapping HSU as an institution and could see a dedicated DEI effort and dedicated people. She is heartened by what she saw in this project, mainly focusing on retention of historically minoritized student population. There are strengths to work from and several opportunities to move forward.

Evidence of Diversity

The key thing is to have a DEI strategy and specifically DEI strategic priorities. Question - What do you want to accomplish in DEI for the next 2, 3, and 5 years. Dr. Halualani is aware of the

University Strategic Plan. There are elements of DEI strewn throughout, with the statement that there will be an operational plan coming out of DEIC. That is key so that actions and initiatives become strategic priorities because they are much more sustainable and have a particular vision.

Diversity Strategy

Dr. Halualani is aware of a current/formal DEI Strategic Plan is being planned for this Spring through the Humboldt State University *Future Forward Strategic Plan 2021-2026*. This outlines overall what the goal areas all but the Operational Plans' designated goals, action steps, outcomes, the indicators, and the accountability mechanisms are going to be important. A DEI Strategic Priority needs to have budget resources to continue.

Even though the University does not have a current formal Diversity Strategic Plan in place, HSU does have intentionality and purposefulness concerning actions. There is a list of measures such as student belonging and success, place-based student learning efforts, diversity-related co-related opportunities, DCG growth requirements, retention and graduation development, etc.

What are HSU's Diversity Intentions for the Future?

Question: What does a diversity, equity, and inclusion committed Polytechnic University look/feel/act like? What uniquely sets HSU apart as a DEI committed University and as a Polytechnic University? HSU needs a fully operational Diversity Strategic Plan.

Diversity Strategy Taxonomy – Elements are a Vision, Structure, Assessment, and Accountability in a DEI Strategic Plan.

The Gold Standard is a stand-alone DEI Plan that connects to the University Strategic Plan with a centralized or de-centralized framework and time frames of 2, 3, and 5-year sections.

There are many different approaches to DEI, such as Inclusive excellence (AACU), equity and achievement gaps, and cultural competencies (strengths/limits). HSU has experience in the most important thing, to build in impact measures and outcomes.

She was looking at overall the nature of efforts and actions, of 213 efforts. It is more about quality efforts that are institutionalized, resourced, and strategically aligned across campus. She divided actions and efforts into whether they were primarily focused efforts that would not exist unless it was a DEI effort.

Dr. Halualani said that HSU had 94% of the efforts are primarily focused on DEI. She asked, what constitutes quality? It is a strategic, sustained, centrally resourced, institutionalized part of the institutional culture, and there is impact determination. Most of the HSU efforts are predominantly events, which is pretty common across campuses. Many are specific group-focused, separated into factors such as race/ethnicity, gender, socioeconomic status, and other identifying factors. The Codes are based on four different diversity types or definitions. She said there needs to be more done on disability studies.

Range Scope and Rigor of Core University-Wide Diversity, Equity, and Inclusion (DELTA + Levels)

Dr. Halualani created an overall assessment of seven different levels of Delta+ Levels. She looked at HSU events that engage the blue Delta levels, and some are at beginning levels.

Impact Determination

DEI impact. Dr. Halualani said that one of the most extensive critiques of DEI work, in general, is that it does not amount to anything. There is no measurement or outcome base. She said it does not always have to be quantitative. It requires changing culture to determine it is moving us in the direction we want and, if it is not, to change course. She said 62% of the HSU efforts that she looked at have impact determination. A closer look is that most measurements are at the lower level, in that the effort was completed or how many people attended, which is a start. Question - There are more options for assessing outcomes or measures that can be quantitatively or qualitatively identified? Is there a learning outcome assessment for an event? Is there a Student Learning Outcome (SLO) or a student success center, or Cultural Centers for Academic Excellence? Is there a student-learning outcome that you want to gauge that the event targeted? Can we have an impact marker?

HSU does have efforts that are medium and high-level DEI impact, and those are programs for historically minoritized students, place-based learning programs, and STEM grant programs with impact markers in place. She recommended continuing with those efforts. She looked at all the HSU identity spaces and cultural centers in all key schemata (coverage, scope, and connectivity). She said she was impressed with the cultural centers. She noted that Student Affairs has always been a champion of DEI work, long before universities focused on DEI. She was impressed and gave more recommendations for further development in this area.

Identity Spaces and Cultural Centers

Dr. Halualani looked at Student Belonging, including key needs, social support, academic support, and learning engagement. HSU does have in place all of them. She recommended continuing with social support with linkages to academic support, the co-curricular social with curricular. She was impressed with Dr. Sprowles' work with place-based learning and continued use of impressive DEI best practices with some recommendations.

Diversity Alignment Scale

Dr. Halualani answered, "Yes," everyone is going in the same direction, and there is a shared direction. The only thing that separates from complete alignment is finishing the DEI Operational Strategic plan, and when it is in place, it will increase alignment. It is important to have actions beyond attachment to people, to have them embedded in policies, strategies, processes, roles, and curriculum.

Diversity Components of the General Education Program

As it pertains to Diversity and Common Ground (DCG) models with embedded Student Learning Objectives for Multicultural Studies, Identity Politics, Differential Power and Privilege and Integrative approach and their Delta+ Levels 4-7 for HSU.

Diversity Change Order

Dr. Halualani reviewed First Order through Fourth Order: First Order is the establishment of a commitment to Diversity, Equity, and Inclusion; Second Order demonstrates a commitment through action; Third Order, action is sustained over a period of time, with links to strategic priority and impact assessment; Fourth Order is a fully resourced and institution-wide that has a significant impact in diversity engagement for the entire campus-wide community. She said she saw HSU at the highest level of the Second Order. HSU needs the Diversity Strategic Alignment and Plan to go to the Third Order.

Dr. Halualani said that she has not visited Humboldt State University but would love to visit.

Wrap Up and Adjournment

A few questions were answered due to lack of time.

Dr. Reynoso said that the Diversity Mapping project results will be distributed widely and shared with the campus community.

The last meeting will be held on Wednesday, May 19, before summer vacation for faculty. The purpose of the meeting will be used for a time to highlight all of the DEI work being done by the subcommittees.

Dr. Ndura thanked everyone for their attendance. Dr. Ndura invited Dr. Halualani to visit the HSU campus.

Meeting adjourned at 4:02 pm.

Integrated Curriculum Committee:

Meeting summary: March 30, 2021

Submitted by ICC Interim Chair Lisa Tremain

1. Proposed Minor in Peace & Justice Studies:
 - a. Student Roman Sotomayor and Professor Sara Hart presented on the proposed Peace & Justice Studies minor program. The presentation provided details on how the minor would be designed, including various options for how students might complete the minor in alignment with existing programs of study, including the Peace Corp certificate program. ICC members provided feedback on the minor proposal and asked for clarification on how the program would be administered and in which program it would be housed.
2. CNRS Chairs discussion request

- a. Chairs Steve Martin, Beth Eschenbach, and Erin Kelly joined ICC to discuss impacts on their programs - all “high unit” majors - in terms of the impact of DCG requirements and upper division transfer students. ICC members engaged in brainstorming pathways for transfer students that can account for the DCG requirement. It was determined that a focused discussion on DCG at HSU will occur in the next academic year.
 - b. ILOs and Sustainability requirement: Chair Steve Martin brought to the ICC’s attention the extent to which ILO 2 (Sustainability and Environmental Awareness) is part of the requirements for undergraduates.
 3. Polytechnic Self-Study- Academic Programming Working Group Chairs Eileen Cashman and Bori Mazzag presented plans for academic programs as part of securing a polytechnic designation for HSU.
 4. ICC reviewed and discussed the following re: GEAR certification and Area F:
 - a. [GEAR Certification & Alignment with Area F](#) (Senate Resolution, 2nd reading scheduled for April 27)
 - b. [GEAR Certification](#)
 - c. [AB 1460 Ethnic Studies Policy](#) (Area F)
 - d. High unit majors and Area F: [ES response](#): NAS 200 will be put forward for Area F designation as an existing course in these majors’ curricula.
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April 27, 2021

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Sherie Cornish Gordon, CFO/VP Administration and Finance and Chief of Staff

Jason Meriwether, VP Enrollment Management

Jenn Capps, Provost and VPAA

Jane Teixeira, Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

Lisa Bond-Maupin, Acting Deputy Chief of Staff, Editor

Inclusive Student Experience

Humboldt State University has been named in the top 30 of universities nationally who are the [*Most Promising Places to Work in Student Affairs*](#). According to the national announcement in *Diverse Issues in Higher Education*, this ranking is determined with a focus on workplace diversity, staffing practices and work environment, the research uses a web-based survey approach to examine categories such as family friendliness, salary/benefits and professional development opportunities, to name a few. ***Congratulations to Dr. Meriwether, Dean Turnbow Ford and the entire Student Affairs team for this recognition.***

The CSU Student Success Network is recruiting a cross-functional team from HSU to be part of the **5th Middle Leadership Academy**. Through the lens of educational equity, the Academy focuses on developing the skills and relationships of middle leaders to make meaningful change on their campuses. The academy takes place over a full academic year with three virtual events in fall 2021 and in-person sessions tentatively planned for February and April of 2022. All associated costs are paid for by the CSU SSN MLA. Humboldt has been an inaugural participant in previous years sending 3-4 teams in the past.

2021-2022 project proposals need to address the implications of two pandemics—COVID-19 and racial injustice—in contributing to campus inequities, and explore approaches to address these inequities. Only one team/proposal will be accepted per CSU campus so I am asking that you submit proposals to me at OAAVP@humboldt.edu by **May 7, 2021** so we can ensure that a collaborative team proposal can be submitted by the system deadline of Monday, May 11, 2021. For more information please visit <http://www.csustudentsuccess.net/activities/middle-leadership-academy>

Human Resources, in partnership with Payroll, are gearing up for 2021 Summer Bridge student employment. Summer Bridge offers an opportunity for students who are either registered for Fall 2021, or have graduated Spring 2021, to work over the summer months of June and July. The program offers employment opportunities to students who rely on student employment for living expenses. We have streamlined this year's process for efficiency, as well as a seamless onboarding process for departments and students.

Pride

We are excited to host a **virtual visit with the new California State University Chancellor Joseph I. Castro** today. Part of a virtual tour of all 23 CSU campuses that started last month, the visit presents an opportunity

for the Chancellor to get to know HSU by meeting various stakeholders from campus and the local community. The constituents, schedule, and format were determined based on requests by the Chancellor's Office. Throughout the day, Chancellor Castro will learn more about Humboldt State's innovative teaching and learning, research, programs, current initiatives, and the significant impact HSU has on the North Coast.

The **fifth annual Sustainability Champion Awards** honor HSU employees whose practices have deepened a culture of sustainability on campus, have furthered the integration of sustainability into academics or student life, or have reduced HSU's environmental footprint.

Each year the Sustainability Awards selection committee reviews nominations and selects one faculty, one staff, and one student employee who have excelled in advancing sustainability at HSU and in the community.

This year's award winners are Amanda McDonald (NAS Research Assistant), Frank Herrera (Coordinator for the Social Justice, Equity and Inclusion Center), and Dr. Sarah Ray (Chair of the Environmental Studies Department), all of whom embody a spirit of innovation, collaboration, and leadership to create solutions to pressing challenges facing the campus and society. Each winner will be presented with an art piece made by local artist Katie Belknap.

The HSU Office of Sustainability sponsors the annual Sustainability Champion Awards. For more information on sustainability at HSU, visit the [Office of Sustainability website](#).

<https://pmc.humboldt.edu/portal/hsu-sustainability-champions-announced>

Campus Culture and Operations

The next phases of strategic planning are underway. Our phase 1 strategic plan forms the foundation from which to build division and college (or other similar unit) plans. These plans will include prioritized initiatives, outcomes, objectives, and measures. As such, they are also the next steps in the institutional assessment work ahead for us as an organization. These plans will make it possible to eventually conduct our annual assessment of impact and will map the good work in all divisions back to the shared strategic goals in our phase 1 plan. Similar to academic assessment and program review, we are slowly moving towards annual operational and co-curricular assessment and reporting guided by the 3 phases of strategic planning.

Co-led by Amy Moffat and Lisa Bond-Maupin, we are moving forward integrating assessment with the next phases of strategic planning. Building on the work of the former Integrated Assessment, Planning and Budgeting group, we have formed the **Integrated Assessment and Planning Working Group (IAPW)**, including senate representation, to engage the assessment and planning representatives from the divisions and colleges in developing our institutional assessment capacity and knowledge, infrastructure for sustainability, and approaches to showcasing bright spots and celebrating successes. The member of the IAPW are:

Division of Enrollment Management and Student Affairs

Eboni Turnbow Ford
Robert Keever
Corliss Bennett
Stephen St. Onge

University Advancement

Stephanie Lane

Angie Petroske

Office of the President

Lisa Bond-Maupin (Co-chair)

Athletics

Jane Teixeira

Kelly Kime

Division of Academic Affairs

Amy Moffat (Co-chair)

Elavie Ndura

Mike Le

Cyril Oberlander

George Wrenn

Shawna Young

Heather Madar

Rick Zechman

Division of Administrative Affairs

Liz Whitchurch

Patrick Orona

University Senate

Monty Mola

Department Chairs Professional Development Opportunity at the CSU Department Chairs Forum on April 30, 2021 from 2:00pm-3:30pm. [REGISTER HERE](#).

The forum features Maureen De Armond who is an attorney turned Human Resources administrator. She serves as the Associate Vice President of Human Resources at Oregon Institute of Technology and previously worked at the University of Florida and Iowa State University. She has enjoyed partnering on chair and dean workshops for many years and recently presented at the Emerging Leaders Academy sponsored by the Association of American Veterinary Medical Colleges.

Forum description: A year into the pandemic, many leaders are feeling exhausted, maybe even discouraged. Our session will focus on resilience during difficult times and ways chairs can consider preparing for continuing challenges in the next academic year. While department culture and other challenges will likely present obstacles, resilience is a trait that can be cultivated with thought and practice, and can often be the defining factor in practicing effective leadership. We'll identify the main ingredients that go into personal resilience and discuss some tools that can help individuals be more resilient leaders. We will start this conversation and leave you with some resources to go from there. This forum event will be recorded and available via [CSU Learn](#).

Innovation

This summer, Humboldt State University will transition to a **new software system for staff and faculty recruitments**. Implementation is scheduled to take place on July 20, 2021, after which most HSU recruiting

processes will be supported by the Common Human Resources System (CHRS) Recruiting tool (powered by PageUp)._

The CHRS Recruiting project is sponsored by David Hickcox, Interim AVP of Human Resources, as well as Simone Alisio, AVP of Faculty Affairs. According to David, *“CHRS Recruiting will move the campus away from a paper-based model and modernize the staff and faculty recruiting process. It will be a huge step forward, and will help our recruitment support staff and search committees complete more work in less time. While it may take people some time to get used to the change, once they get comfortable with the software, they will see the efficiencies we are gaining.”*

Our dedicated CHRS Recruitment Implementation Team has committed hundreds of work hours to date to realize this improvement. CHRS Recruitment Implementation Team: Bree Gossi, Nicole Log, Sabre Stacey, Rhonda Stockwell, and Stephanie Vick.